

General Education Course Requests
September 2020

Approve	Conditionally Approve	Recycle
IDS 2935: Representing Others, Representing Ourselves: Politics and Identity in Contemporary Art (Q1 Temporary)	IDS 2935: Time, Culture, and Identity (Q1 Temporary)	
IDS 2935: Pirates & Power: A Global History (Q1 Temporary)	IDS 2935: Law and Society: US and European Perspectives (Q2 Temp)	
IDS 2935: The Anatomy of a Story (Q1 Temporary)		
IDS 2935: Native American Cultural Narratives (Q1 Temporary)		
IDS 2935: Russian Fairy Tales (Q1 Temporary)		
IDS 2935: What Do Bones Tell Us (Q2 Temporary)		
IDS 2935: The Next Pandemic (Q2 Temporary)		
IDS 2935: Blues Music and Culture (Q1 Temporary)		
IDS 2935: Acting for Change (Q1 Temporary)		
IDS 2935: Water for the Future (Q2 temporary)		

Course: IDS 2935: Representing Others, Representing Ourselves: Politics and Identity in Contemporary Art (Q1 Temporary) **[A]**

Requesting: H, D, & WR 2000

Submitter: [Anthea Behm](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14780>

Comments:

- None, all requirements met.

Course: IDS 2935: Pirates & Power: A Global History (Q1 Temporary) **[A]**

Requesting: H & WR-2000

Submitter: [Max Deardorff](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14682>

Comments:

- None, all requirements met.

Course: IDS 2935: The Anatomy of a Story (Q1 Temporary)

[A]

Requesting: H, D & WR-2000

Submitter: [Alison Reynolds](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14667>

Comment:

- None, all requirements met.

Course: IDS 2935: Native American Cultural Narratives (Q1 Temporary)

[A]

Requesting: H & D

Submitter: [Saul Schwartz](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14686>

Comment:

- None, all requirements met.

Course: IDS 2935: Russian Fairy Tales (Q1 Temporary)

[A]

Requesting: H & I

Submitter: [Michael Gorham](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14698>

Comment:

- ~~There are 3 tests to be taken, and from their description each covers 1/3 of the material and takes 50 minutes. However, the first two account for 40% of the final grade (20% each), while the third is only 10%. Reviewer comment: "I am wondering whether there should be such a discrepancy, and, if so, whether the instructor might want to explain this to the students somewhere."~~ [The discrepancy noted reflects the fact that test #3 is half the length of the others; instead of a timed essay on #3, students will be writing Independent Analysis 2, due around the same time. -M. Gorham, 8/27/2020]

Course: IDS 2935: What Do Bones Tell Us (Q2 Temporary)

[A]

Requesting: B

Submitter: [John Krigbaum](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14704>

Comment:

- For the Communication SLO, the description of the assessment methodology used (in quotes below) is included in the Course SLO section rather than the Assessment section "In the last week of class, each student will share with their classmates a 'lightning presentation' with three Powerpoint slides in three minutes, highlighting their research findings and self-reflection of their own vertebrate skeleton."
- Statement on Attendance and Participation section includes the sentence "Edit this text as you choose:" which may be a note from the submitter to himself that he forgot to remove.

Course: IDS 2935: The Next Pandemic (Q2 Temporary)

[A]

Requesting: B & I

Submitter: [Gabriela Hamerlinck](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14675>

Comment:

- Where appropriate please consider including a statement about plagiarism. The 25 word summaries should be close, but it is unlikely that they will be identical word for word.

Course: IDS 2935: Blues Music and Culture (Q1 Temporary)

[CA][A]

Requesting: H & D

Submitter: [Timothy Fik](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14656>

Comment:

- General Education SLOs, Quest 1 SLOs, and course SLOs are included in the syllabus. The instructor may wish to incorporate these elements into a table to show clearer alignment and save space on the syllabus. [I feel that the current layout of the syllabus is effective in conveying the information, and therefore do not see a real need to create additional tables in the document... or the need to "save space" for that matter as the syllabus is in digital form (not required to be printed out as a physical copy). 8/26/2020]
- ~~Course requires a 4000 word paper, but is not requesting WR, has the instructor considered adding this to the request?~~ [Yes it was considered, but I opted not to request a WR designation. Note that the writing requirement has now been subsequently reduced for the "Analytical Essay" component as I have been reminded that this is lower-division course. The course syllabus now requires a 3000-word, 15-page essay, as opposed to a 4000-word essay. Students may choose from one of three Analytical Essay choices: (1) a standard term paper; (2) a book review; or (3) a virtual on-line geo-historical Blues Tour of 20-25 Blues Markers in the US via the Internet, and submission of a narrative in the form of a 15-page paper or analytical essay embedded within a Power-point presentation.
- ~~Final paper should be titled "Analytical Essay" if it is meeting Quest requirement. Students must write the analytical essay (so for each of the options it has to be clear that these are analytical essay choices).~~ [The final term paper/project has been re-cast as an "Analytical Essay", with clarification that format options are "Analytical Essay choices" (refer to page 15 of the newly revised syllabus). Thank you.]
- ~~The instructor may reconsider the amount and number of assigned course readings and other media required each week. Although this was modified from the initial Quest submission, the instructor may wish to again consider reducing the number a bit to align with other similar lower division courses. This course is well designed, thoughtful, and is sure to be impactful to students!~~ [Yes, I have reconsidered. There has been a further reduction in the amount of required readings (pages per week) given that this is a lower-division/freshmen-level course. The overall required reading load has been significantly reduced based on this recommendation. **Thank you for the kind words.**]

Course: IDS 2935: Acting for Change (Q1 Temporary)

[CA][A]

Requesting: H, D & WR-2000

Submitter: [Colleen Rua](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14685>

Comment:

- ~~• The course has Humanities and Diversity listed as requested GE designations, however the objectives has the International Objectives (for N co-designation) listed as the heading with Diversity objectives. International Student Learning Outcomes (for N co-designation) is listed with diversity outcomes. Please revise. [Updated, 8/27/2020]~~
- ~~WR 2000 Drafts of papers and essays cannot be counted for the Writing Requirement. "This draft DOES count toward 2,000 words" is noted on two assignments. Maybe "draft" is a typo. Most of the writing assignments have "draft" language included. Under list of graded work: Does the Final Project Proposal (250 words) count toward the writing requirement? I only see 1,000 words total on two assignments listed as counting toward the WR however both are marked as drafts. [Thank you; I have removed the word "draft" from each of the revised paper assignments (the final that students turn in after the draft) and have included the 250-word abstract in the 2000 words as well, for a total of 2,250 words.~~
- ~~Attendance is listed as 5 points total. "Attendance will be taken daily and recorded in the Canvas grade book. You may take 3 absences over the course of the semester without penalty. Additional absences that meet university criteria for "excused" absences will not be penalized and you may make arrangements with me to make up missed work. Each additional absence (after your 3 allotted) will result in a final grade reduction of 2 points and late/make up work will not be accepted." How does the attendance statement relate to the 5 total points? [I have updated the attendance language so that how it relates to the 5 total points is clear]~~

Course: IDS 2935: Water for the Future (Q2 temporary)

[CA][A]

Requesting: B

Submitter: [Lindsey Reisinger](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14688>

Comments:

- ~~Course Description and Further Information could be combined into narrative about course objectives and goals (vis a vis Quest 2 and Gen Ed Biological Science objectives). [I have lengthened and updated the course description to better describe the course content and how the Quest 2 and Biological Sciences learning objectives are integrated into the course. 9/1/2020]~~
- ~~Recommend that the Description be more persuasive in terms of 'why' water sustainability is a pressing problem, it should be more obviously stated. [This has been updated in paragraph 1 of the course description]~~
- ~~Please include sentence declaring the pressing problem, and how work towards success in water sustainability requires scientific approaches that are fundamental (e.g., biology, geology, ecology, chemistry).~~

- ~~Accommodations (Item 12.). URL incorrect. Needs to be fixed. Recommend the following statement: "Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.~~
- ~~Grading Policy: Please add required link to UF grading policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> On page one, up top, statement: "A minimum grade of C is required for general education credit." — you should add 'credit.' at end of sentence.~~
- ~~Would be effective if course demonstrated how Gen Ed Biological SLOs were integrated into course, without simply including them in template of SLOs. Should be clear to reader how Biological Sciences are truly folded into course. Please revise. [revised]~~

Course: IDS 2935: Time, Culture, and Identity (Q1 Temporary)

[CA]

Requesting: H & WR2000

Submitter: [Emily Bald](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14661>

Comments:

- Accommodations: URL link directs to wrong URL (UF Office of Assessment and Research). Also, suggested statement and URL have been updated. Suggest the following: "Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the UF Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- UF Evaluations Process. First URL hyperlink needs to be edited. Correct URL should be <https://gatorevals.aa.ufl.edu/students/>
- Materials and Supplies Fees. Please include line item in syllabus even if it is N/A and there are no Materials and Supplies fees for the course.
- University Honesty Policy -- URL is broken.
- Plagiarism - Student Honor Code link is dead. May want to direct student to Student Honor Code link once. URL broken link. Should be: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- Writing Requirement - Syllabus should include the statement "A minimum grade of C is required for general education credit." for the requested 'Humanities' Gen Ed Subject Area in addition to statement for WR.
 - recommend using updated statement (1st and 2nd sentences): "Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."
- Please make sure due dates for all assignments/exams/projects are included. Journal does not appear to have due date.

Course: IDS 2935: Law and Society: US and European Perspectives (Q2 Temp) [R][CA]

Requesting: S & I

Submitter: [Alexander Panayotov](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14616>

Comments:

- ~~Please add the required minimum grade statement to the syllabus.~~
 - ~~"A minimum grade of C is required for general education credit." [Updated, 8/31/2020]~~
- ~~Attendance and participation grades need to be separated and clarified. Attendance language in "Examinations and Academic Honesty" section on p. 5 too restrictive in terms of what is recognized as a legitimate absence, and should be brought in line with UF attendance policy. Attendance policy as stated on page 7 is confusing:~~
 - ~~"I will lower your grade one grade step down (e.g. B+ to B) for systemic unexcused absences from class (two or more absences).~~
 - ~~I will lower the grade one grade step down (e.g. B+ to B) for systemic tardiness (three or more late arrivals)."~~
 - ~~Might start by removing "systemic" and "or more." [Updated]~~
- ~~Participation policy, p. 7—reference to adjusting "overall grade" misleading, as participation is only a portion of 20%.—definition of "exceptional participation" begs definition of "thoughtful, original, and meaningful contribution."—no indication as to how and how often feedback of/assessment of participation will be provided.—p. 7 statement about participation being "revised upwards, but not downwards" contradicted by statement on p. 6 about instructor reserving the "right to lower ... participation grade if [the student is] unprepared." [Updated]~~
- ~~Reference in multiple assignments to 20 point deduction needs to be clarified, as assignments are given in percentages, not points. Given that a total of 60% of course grade is based on group work, the UF Grade Integrity Policy suggests there needs to be a clearer indication as to how individual students' contributions to group work will be evaluated. [Updated]~~
- ~~The instructor states that there may be changes in the schedule, which is, of course, to be expected. However, major assignment dates should not change.~~
- ~~"Responsibilities": "I reserve the right to lower your participation grade if you are unprepared." How will preparation be determined, and how will the grade be affected. And later on in "Grading" the instructor says that participation grade will only go upwards if there is exceptional participation but will not be lowered.~~
- ~~In "Grading," the instructor says that participation grade will only be affected negatively when the student is tardy. The instructor needs to clarify and be consistent about what participation entails. [Updated]~~
- ~~"All members of the group must divide the group assignment among themselves. Their individual contributions will be graded. The group grade will be the average of their individual grades. This will be the final grade. All members of the group will receive the same grade."~~
 - ~~Will group members be provided an opportunity to give input regarding grading of group-mates, i.e. individuals not doing assigned work?~~